



# **Oxclose Nursery School School Improvement Plan 2021 – 2022**

*Amendments January 2022 following EHT review*



	nursery- Danielle to visit again, information on newsletters re promoting good health and oral practices at home				
To ensure that there is a strategic focus of leadership upon teaching and learning and that EYFS reforms are applied effectively	<ul style="list-style-type: none"> <li>- Review all aspects of practice in light of the EYFS reforms. Assisted Review with Jonathan Brown in January. Follow up plan produced and improvement plan to be amended as a result of this.</li> <li>- Apply training for all staff on new EYFS reforms and assessment systems.</li> <li>- Meet monthly with EYFS lead to ensure that best practice occurs consistently across Nursery and Reception, plan adaptations as necessary.</li> <li>- Kym Scott, consultant, to provide leadership support to Head of Nursery and EYFS lead (arranged by EHT)</li> <li>- Gemma Cornes to provide leadership support to Head of Nursery (arranged by EHT)</li> <li>- Continue to work with staff to align to the values of the Federation and work towards the mantra of 'being the best that you can be'.</li> <li>-</li> </ul>	Cost of supply cover if required	<p>JT</p> <p>JT and Key workers</p> <p>JT, A Bowden, Michelle Bowman and Key workers</p>	<p>Autumn Term 2021 Ongoing</p> <p>Autumn Term 2021 and then ongoing</p>	
To enhance the curriculum to ensure that it fully meets all of the requirements of the new EYFS in all areas of learning	<ul style="list-style-type: none"> <li>- Clear focus on books, a love of reading and retelling of story</li> <li>- Deliberate text choice provides opportunities for learning in PSHE</li> <li>- Deliberate text choices and planning</li> <li>- Ensure effective transition and progression from 2yo to 3 and 4yo to Reception and beyond</li> <li>- Analyse updated curriculum (following planned review). Order any resources which are necessary to enhance provision in each area.</li> </ul>	Extra non class based time for JT (supply costs)	JT	February 2022	

To provide staff training in Mathematics, role play and in routines and expectations for each area of learning (ref new EYFS)	<ul style="list-style-type: none"> <li>- Training to be arranged with Jayne Phillips, Archimedes Hub lead teacher, who is Maths leader at Ox Close Primary School (See Quality of Education)</li> <li>-</li> </ul>	Staff meeting time	JP, JT, EHT	February 2022	
To ensure that assessment is accurate and effective	<ul style="list-style-type: none"> <li>- Use new EYFS planning to guide teaching and assessments of children's learning in nursery.</li> <li>- Explore the use of OPAL assessments across nursery and reception with MB.</li> <li>- Regular sampling of assessment evidence collected by key workers.</li> <li>- Half termly meeting to moderate a sample of assessments with key workers.</li> <li>- Termly meeting with EYFS lead from the Primary school to moderate a sample of assessments across reception and nursery.</li> <li>- Staff from the Two's room to be linked up with staff from the Three's room to complete a shared assessment on one child from each age range.</li> <li>- Continue links with outstanding nurseries and primary settings.</li> <li>- Staff meeting time used to discuss next steps and key points from 'Birth to 5 matters' in relation to current cohorts starting points.</li> <li>-</li> </ul>				
<b>Target / Outcome</b>	<b>Actions / Strategies to facilitate target</b>	<b>Resources</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Evaluation</b>
To improve Wraparound provision	<ul style="list-style-type: none"> <li>- Implement new wraparound RA</li> <li>- Evaluate and enhance provision</li> <li>- EDA contract arranged by EHT with Kirsty Wilkinson</li> <li>- Survey parents and families on the current provision provided.</li> <li>- Survey children using the WC about the things they like and would wish for with</li> </ul>	£1000	EHT MW AL SD MC	Ongoing	

	<p>regards to activities.</p> <ul style="list-style-type: none"> <li>- Implement findings of the WC review in Spring and Summer 2022:</li> <li>- Provide WC with a budget to provide resources and equipment used during sessions.</li> <li>- WC children to have input in decision making and ownership of some activities in order to develop independence</li> <li>- Encourage more children to attend</li> <li>- Provision to develop an identity</li> <li>- Vary activities to include themes and a planned range of age appropriate activities</li> <li>- Utilise the outdoor environment in order to allow the children the opportunity to exercise</li> <li>- Updated contracts and policies applied (From Nov 2021)</li> <li>- Updated Risk Assessment from Nov 2021 to be applied.</li> </ul>				
<p>-Continue to monitor children's progress and ensure prompt and early intervention if needed.</p>	<ul style="list-style-type: none"> <li>- Early intervention crucial in new EYFS</li> <li>- Monthly meetings to discuss any children who are a cause of concern and to plan interventions to help them to make progress.</li> <li>- Monthly meetings to discuss the success of interventions for children who are a cause of concern. Are interventions working? If not what else can we try?</li> <li>- AB, Senco to meet regularly with staff to plan for and assess the needs of children who are not working on track.</li> <li>- Regular assessments used to identify children who are not working on track.</li> <li>- Work closely with AB Senco to support interventions of children who are a cause of concern.</li> </ul>	<p>Cost of supply cover to release TR</p>	<p>JT AB TR</p>	<p>Ongoing</p>	

	<ul style="list-style-type: none"> <li>- Regular meetings with AB and all staff to discuss children who need Support plans, short notes and referrals to other professionals.</li> <li>- AB and JT to maintain SEN register.</li> <li>- TR to receive extra time to provide support for children with communication difficulties.</li> <li>- TR to receive extra time to complete SALT referrals.</li> <li>- JT and AB to support TR in making referrals.</li> <li>- Programmes such as BLAST and Launchpad for Literacy used to monitor, assess and provide interventions for children who need extra support.</li> </ul>				
<p>To update Nursery website with current information</p>	<ul style="list-style-type: none"> <li>- Continue to give SM time weekly to update the nursery website.</li> <li>- Update the nursery website with current information relevant to this year's cohort, staffing and new curriculum -</li> <li>- Update the nursery website with governor newsletters and nursery newsletters after issue</li> <li>- To gather photographs to update the website.</li> <li>- Update the website with up-to-date policies.</li> <li>- Paul Hodgkinson to review the nursery website and provide any recommendations for improvements to be in line with statutory requirements.</li> <li>- Appropriate work to be</li> <li>- To use website and Facebook to include virtual tour and marketing for places in Nursery</li> <li>-</li> </ul>		<p>SM JT</p>	<p>Autumn Term</p>	

<p>To continue to implement Performance Development for staff.</p>	<ul style="list-style-type: none"> <li>- Continue to implement Performance Development model and reinforce how this links in to data, SIP and OFSTED focuses.</li> <li>- Continue to monitor staff training needs and provide support where needed.</li> <li>- Leaders from Oxclose Nursery and Ox Close Primary to work together to evaluate practices across both settings – this to take place informally and formally during monitoring weeks.</li> <li>- Steph Harvey to work with staff on the values and behaviours, research/evidence-based approaches, the use of triads and opportunities for staff- Ongoing training for all staff on the implementation of Launchpad for Literacy-<b>staff to use as a reference point</b></li> <li>- Ongoing training for all staff on the new EYFS reforms.</li> <li>- TR to work alongside SM to share ELKLAN training initiatives to improve CLL in the twos room.</li> <li>- TR to cascade ELKLAN training to all staff from both nursery and reception.</li> <li>- Whole staff meeting times to discuss child development in different areas of learning and staff subject knowledge.</li> </ul>		<p>DH and JT</p> <p>Termly meetings with staff to review progress against targets.</p>	<p>September 2021</p> <p>Termly</p> <p>Ongoing. Termly during monitoring weeks.</p>	
<b>Target / Outcome</b>	<b>Actions / Strategies to facilitate target</b>	<b>Resources</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Evaluation</b>
<p>To continue to ensure that EYPP funding is used effectively to accelerate the progress of disadvantaged children.</p>	<ul style="list-style-type: none"> <li>- Encourage all new parents to provide permission to see if their child is eligible for EYPP funding.</li> <li>- Identify EYPP children and their individual needs as soon as possible.</li> <li>- Continue to manage and monitor the progress of EYPP children.</li> <li>- Implement EYPP intervention groups as soon as the children and their needs are identified.</li> <li>- Provide EYPP children with intervention</li> </ul>		<p>DH JT and TR</p> <p>Governors</p>	<p>September 2021</p> <p>Ongoing</p>	

	<p>programmes to develop their speech &amp; language, social interactions and confidence where needed.</p> <ul style="list-style-type: none"> <li>- Monitor outcomes of intervention through talking to key workers.</li> <li>- Governors to hold senior leaders to account during Curriculum team meetings and Full Governing Meetings.</li> <li>- Parents to be offered virtual meetings/support with Rebekah Bewick for advice and support with behaviour and attendance if relevant.</li> <li>- SLA with Andrea Norman to complete new EYPP format.</li> </ul>				
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**How will we monitor and evaluate this improvement?**

- Regular review safeguarding procedures in school and these will be audited by the Safeguarding Governor.
- Headteacher Reports which are linked to the outcomes within the SIP.
- EDP Notes of Visits.
- Governing Body Meetings – minutes.
- Questionnaires – pupils, parents and staff.
- Termly analysis of Pupil Premium Strategy and impact of the spend.
- Performance Development reviews.

## Quality of Education

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
	<ul style="list-style-type: none"> <li>- NB adjustments made in Spring 2022 in light of internal Assisted Review</li> </ul>				
<p>To develop and review curriculum in light of changes to new EYFS reforms.</p>	<ul style="list-style-type: none"> <li>- Share curriculum plans intent, implementation and impact with staff.</li> <li>- Weekly meetings with keyworkers to plan for children's learning needs.</li> <li>- Continue to plan for skills and progression with key workers during monthly meetings in key areas of learning.</li> <li>- Work closely with the EYFS leader from the primary school to plan for preparing the children for the next stage in their learning (Reception class).</li> <li>- Attend termly EYFS leadership network meetings to discuss curriculum development.</li> <li>- Attend half-termly Nursery Headteachers network meetings.</li> <li>- Share curriculum plan for each area of learning with staff, review termly and adapt as necessary.</li> <li>- Conduct full review of provision in the autumn term and adjust in light of findings. Jonathan Brown, HMI to carry out Assisted Review alongside Head of Nursery and Executive Headteacher</li> </ul>	<p>Staff meetings</p> <p>Leadership network meetings</p> <p>Nursery Headteachers network meetings</p> <p>£900 SIA education</p>	<p>JT and key workers</p>	<p>Ongoing</p> <p>September 2021</p> <p>December 2021</p>	
<p>Curriculum to be updated so that it fully reflects the new EYFS requirements: Focus on books, a love of reading and retelling of story (UPDATED Jan 2022)</p>	<ul style="list-style-type: none"> <li>- Renew intent for and planning for each area of learning and share with staff</li> <li>- Share updated plan with parents on the website</li> <li>- Focus on books, love of reading and retelling of story.</li> <li>- Deliberate choices of key texts across the year for children to learn inside out. (add to ones already in place)</li> <li>- Deliberate selection of stories provides</li> </ul>	<p>Budget for additional books, resources</p> <p>JT non class based for 4 week until half term (supply</p>	<p>JT</p>	<p>January 2022</p>	

	<p>opportunities to explore a range of areas for leaning, PSHE, SMSC, FBV, equalities duties, cultural capital, genres (Including traditional and styles)- (add to ones already in place)</p> <ul style="list-style-type: none"> <li>- Ensure deliberate planning is in place based on stories, rhymes, songs and poems- make this explicit</li> <li>- Purchase all necessary texts and resources immediately</li> <li>- Story area and story time is given a prominence in the setting and made an event</li> <li>- Rationale developed and shared for the importance of a love of reading linking it to fluency, comprehension and SPAG</li> <li>- Project the love of story to all- enhance environment, host story telling events with parents, arrange visits to Library and Seven Stories if possible, possible visit from Adam Bushnell</li> <li>- Monitor the effectiveness of implementation by how well the children can re-tell a story, with particular reference to less confident readers. To begin this monitoring wc 14.2.22</li> </ul>	costs)			
<p>Curriculum to be updated so that it fully reflects the new EYFS requirements (UPDATED Jan 2022) See updated long term plan</p>	<ul style="list-style-type: none"> <li>- Further develop mathematics in greater depth with a focus on accurate counting, patterns, arrays, subitising</li> <li>- Training to be arranged with Jayne Phillips, Archimedes Hub lead teacher, who is Maths leader at Ox Close Primary School</li> <li>- Planning and resources updated. Jayne to provide further training, monitoring and support</li> <li>- Monitor the effectiveness of implementation by observing provision wc 14.2.22</li> </ul>	<p>Budget for resources Staff training time</p>	JT, JP, EHT	February 2022	
<p>Curriculum to be updated so that it fully reflects the new EYFS requirements (UPDATED Jan 2022)</p>	<ul style="list-style-type: none"> <li>- Identify subject specific vocabulary that cross references KS1 and KS2 terminology, working alongside School EYFS leader</li> <li>- Share vocabulary with staff and display within the setting</li> </ul>		JT, MB	February-March 2022	•

See updated long term plan					
Continue the emphasis upon developing early language	<ul style="list-style-type: none"> <li>- Launchpad for Literacy</li> <li>- Oracy strategy developed- ELKLAN training for TR and to develop with other staff</li> <li>- Define non negotiables in speaking and listening and conversation with staff</li> <li>- Staff to seek opportunities to stimulate curiosity and extend vocabulary of the children through conversation</li> <li>- Key vocabulary to be displayed within the setting as an aide memoir</li> </ul>				
Ensure that role play is increasingly purposeful	<ul style="list-style-type: none"> <li>- Establish what purposeful role play will look like in relevant areas throughout the year. JT to produce a plan and to share with staff.</li> <li>- Resources to be purchased immediately following the production of the plan.</li> <li>- Training arranged if necessary</li> <li>- Staff to model role play</li> <li>- Identify and purchase required resources for role play</li> <li>- Monitor changes WC 14.2.22</li> </ul>	Budget for resources Staff training time	JT	February 2022	
Implement 'How You Remember More' strategy	<ul style="list-style-type: none"> <li>- Develop a written strategy and share with staff</li> <li>- Include the use of floorbooks</li> <li>- Display to be produced and updated throughout the year</li> <li>- Kim's Game</li> <li>- Nursery Rhymes</li> <li>- Songs (ref Brendan Renwick?)</li> <li>- Books produced about the children to remind them of key events in nursery i.e. Autumn Play</li> <li>- Weekly plan to include weekly 'Remember more' activity</li> <li>- Curriculum plan includes looking at the child's family history, growth and change, with supporting texts.</li> <li>- Curriculum plan includes activities to develop auditory memory and visual memory</li> </ul>	Costs for Brendan Renwick	JT, all staff	February-April 2022	

<p>Continue to enhance the indoor environment to provide greater opportunities to develop the teaching and learning of Mathematics and Literacy.</p>	<ul style="list-style-type: none"> <li>- Create triads for staff to monitor provision with half-termly learning walks to ensure that the environment it is providing the correct level of challenge and progression for learning.</li> <li>- Create triads across the early years in the federation to share ideas in developing the environment to meet with the new early year's reforms.</li> <li>- When planning for change in the environment, discuss with staff the intent and impact of that change.</li> <li>- Visit outstanding nursery and primary settings to inspire change in provision and share best practice.</li> <li>- Create a language and literacy rich learning environment.</li> <li>- Create a Mathematical rich learning environment.</li> <li>- Margaret to have responsibility for developing the indoor environment.</li> <li>- Continue to develop labelling that will encourage the children to use number during 'tidy up' sessions i.e. 4 rolling pin spaces, count how many we have now? How many are missing? We need 1 more etc...</li> <li>- Provide additional sensory/messy and construction play to develop concepts, such as number, quantity, measuring, symmetry and pattern as well as comparisons such as more or less.</li> <li>- Use staff meeting times to discuss the learning that is possible and taking place in these areas.</li> <li>- SLA with Gemma Cornes to look at improving the indoor and outdoor environment in light of new EYFS reforms.</li> </ul>	<p>PPA Time</p> <p>Staff Meetings</p>	<p>JT MB DH and JT</p> <p>Key workers</p>	<p>September 2021</p> <p>Ongoing</p>	
<p>Enhance the learning environment</p>	<p>- Review current areas of learning and a plan to enhance each one. Environment needs to enthral the children and to promote children's interests and stimulate curiosity</p>	<p>Staff twilights</p>	<p>JT, all staff, RB</p>	<p>February 2022</p>	

(UPDATED  
JANUARY 2022)

- JT to produce a plan for each area of learning and to share with the staff
- Plan to identify required resources and purchase these as a matter of urgency
- Staff to work collectively to enhance each area- deadline February half term
- LOVE OF READING- Entrance Way
- Reading Corner
- Construction Area
- Home Corner
- Water Area
- Creative Area
- Small World Area
- Sensory Area
- Baking and Playdough Area
- Woodwork Area

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Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
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<p>Continue to enhance the outdoor learning environment so that it provides greater opportunities to develop physical development for three- and two-year olds.</p>	<ul style="list-style-type: none"> <li>- Plan additional physical play experiences to develop both fine and gross motor skills.</li> <li>- Review covid RA and research the possibility of returning to weekly gymnastic sessions.</li> <li>- Use newly purchased climbing equipment to enhance physical play provision in the twos and threes.</li> <li>- Use evidence based research in collaboration with middle leaders from school as part of the northeast primary research collaboration led by EHT.</li> <li>- SLA with Gemma Cornes to look at improving the indoor and outdoor environment in light of new EYFS reforms.</li> </ul>				
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**Behaviour and Attitudes**

<p>Continue to develop a settled, happy, safe and calm environment for learning.</p>	<ul style="list-style-type: none"> <li>- Review effective characteristics of learning with staff during meeting time.</li> <li>- Keyworkers to monitor children's emotional well-being during induction and take steps to slow or speed up the induction period where necessary.</li> <li>- Key workers to establish friendly and reassuring relationships with new parents as quickly as possible.</li> <li>- Continue to establish clear routines and expectations of behaviour with children.</li> <li>- Arrange workshop to support parents to deal with challenging behaviours at home.</li> <li>- Provide extra staff for the induction process to support children during the new system.</li> <li>- Plan to support children who are reluctant to come into nursery alone without their parents.</li> </ul>	<p>Staff Meetings</p>	<p>JT</p> <p>Keyworkers</p>	<p>September 2021</p> <p>Ongoing</p>	<p>•</p>
<p>Establish clear routines and expectations for each area of learning (UPDATED January 2022)</p>	<p>JT to produce a plan which outlines the routines and expectations in each area of learning:</p> <ul style="list-style-type: none"> <li>- Reading Corner</li> <li>- Construction Area</li> <li>- Home Corner</li> <li>- Water Area</li> <li>- Creative Area</li> <li>- Small World Area</li> <li>- Sensory Area</li> <li>- Baking and Playdough Area</li> <li>- Woodwork Area</li> </ul> <p>Ensure that staff are fully aware of plan and have the capacity to carry it out. Arrange audit with staff and training if necessary.</p> <p>Ensure that learning behaviours are deliberately developed through the establishing of those routines and expectations. Staff to be proactive in reinforcing expectations.</p> <p>Monitor the implementation of these changes WC 14.2.22</p>	<p>JT plan Training through Behaviour Support</p> <p>All staff</p>	<p>JT</p>	<p>February 2022</p>	
<p>To improve overall attendance</p>	<ul style="list-style-type: none"> <li>- Monitor attendance and punctuality on a</li> </ul>		<p>RB, DH and</p>	<p>Ongoing</p>	

<p>and punctuality in nursery.</p>	<p>weekly basis.</p> <ul style="list-style-type: none"> <li>- Identify any gaps in attendance between pupil premium and non-pupil premium children Work with the primary school's PSA Rebekah Bewick to address any persistent absentees and help to narrow the attendance gap between EYPP children and non-pupil premium children.</li> <li>- Rebekah Bewick PSA to work one day per week to monitor attendance and work with families who are persistently absent from nursery.</li> <li>- <b>Rebekah based in Nursery 4 days per week from November 2021!</b></li> <li>- All keyworkers to record attendance using sims in their rooms before 9.05am and again at 12.30pm.</li> <li>- Keyworkers to become familiar with the use of sims codes and recording notes on children's attendance records.</li> <li>- Use cpoms to record and monitor any children who are persistent absentees.</li> <li>- Letters to be sent to potential persistent absentees and meetings to be held in order to address issues and establish strategies.</li> <li>- <b>Expectations to be embedded in handbooks and brochures</b></li> <li>- Monitor attendance daily, and ring parents immediately to record reason for child's absence to ensure that we are aware of any covid like symptoms circulating in nursery.</li> </ul>	<p>PSA time</p>	<p>JT</p>	<p>throughout school year</p>	
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## Personal Development

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
<p>Continue to develop children's communication and language and life skills.            (Also see <a href="#">Quality of Education and Behaviour and Attitudes updates as a result of internal Assisted Review in January 2022</a>)</p>	<ul style="list-style-type: none"> <li>- Continue to implement BLAST programme.</li> <li>- TR to provide intervention programmes for those who have speech and language difficulties.</li> <li>- Imbed Launchpad targets and teaching in the Twos room to be used as their curriculum for CLL.</li> <li>- Ensure children experience a wide variety of books which displays the world in which they live, during story times.</li> <li>- Create books for the children displaying familiar locations in Spennymoor, to give children the reason, means and opportunities to speak about their familiar surroundings.</li> <li>- Create books of the children working and playing in the four seasons as a means to promote conversations about past events in nursery.</li> <li>- Record key vocabulary, questions and skills taught in the areas.</li> <li>- Arrange weekly sessions with Brendon Renwick to improve early literacy and listening skills in the Spring and Summer term.</li> <li>- Work alongside Ox Close Primary to create language links and share good practice and expertise.</li> <li>- Create a language rich environment which immerses the children in language.</li> <li>- Ensure staff questioning is strong and consistent in all areas of learning by developing key questions and vocabulary for each area of learning during staff meetings.</li> <li>- Continue training for and implement Launchpad for Literacy to improve CLL and readiness for learning to read.</li> <li>- Discuss during meeting times the importance of ensuring staff dedicate time to interacting</li> </ul>	<p style="text-align: center;">Staff Meetings</p> <p style="text-align: center;">Release time for TR</p>	<p style="text-align: center;">JT Keyworkers</p>	<p>Ongoing September 2021</p>	

	<p>with children in their self-led learning.</p> <ul style="list-style-type: none"> <li>- During meeting times discuss how staff can extend children's talk during play by adding new vocabulary in context.</li> <li>- During staff inset time share together CLL training from 'A Place to Learn'.</li> </ul>				
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## Personal Development

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
Continue to offer extra-curricular activities to enhance the children's life experiences as soon as it is covid safe.	<ul style="list-style-type: none"> <li>- Review possibilities of weekly visits to the 'Pink Gym' for gymnastic sessions in January.</li> <li>- Review covid risk assessments so that monthly visits to the local environment may resume</li> <li>- Plan a monthly programme of visits and activities with parents. Visits will include: <ul style="list-style-type: none"> <li>• Seasonal visits i.e. to see Father Christmas, Frog spawn in the woods, Farm and Beach visits.</li> <li>• Visits to the local environment: Library, Park, Woodland, Dentists, Police station, vets, fire station, local shops, post office.</li> <li>• Activity days with parents: baking, gardening, crafts, treasure hunts in the local environment</li> </ul> </li> <li>- Arrange 'singing and signing' sessions with Jules for the two's group.</li> <li>- Arrange weekly singing and rhyming sessions with Brendon Renwick for the Three's group.</li> <li>- Review covid RA to continue with 'stay and learn' sessions with parents and families in nursery. Sessions to include: baking, gardening, puppet shows, music, storytime, craft, maths, games and treasure trails.</li> </ul>	<p>School fund contributions</p> <p>£1000</p>	JT Keyworkers	Ongoing September 2021	
Continue to develop the children's personal, social and emotional development (linked to British Values).	<ul style="list-style-type: none"> <li>- Teaching our expectations, boundaries and routines will be a key focus during the first term of nursery.</li> <li>- Plan group time sessions to teach the children turn taking in conversations and activities.</li> <li>- Ensure that all children have a 'voice' by providing speech and language intervention groups to children</li> </ul>	<p>TR release time</p> <p>Intervention</p> <p>Groups</p>	JT all Key workers and TR	Ongoing September 2021	

	<p>who need support.</p> <ul style="list-style-type: none"> <li>- Ensure that all children have a 'voice' by providing small intervention groups for those who lack confidence in group sessions.</li> <li>- Arrange BLAST intervention groups to teach and turn taking and to listen to others talking.</li> <li>- Key workers will reinforce the importance of children listening to the ideas of peers both during group sessions and during free play sessions.</li> <li>- Meeting time to discuss best practice, how staff demonstrate and teach tolerance, understanding and equality to the children in their care.</li> <li>- Introduce 'Philosophy for children' for MA nursery children and all children with sufficient language skills in the Summer term.</li> <li>- Ensure children have access to/are read a broad range of stories, poems and rhymes to foster an understanding of our culturally, socially, ecologically and technologically diverse world.</li> <li>- See also Quality of Education update and the emphasis upon story and the deliberate choice of texts to explore PSHE, SMSC, FBV, equalities, cultural capital)</li> </ul>	<p>with Key Workers</p> <p>Staff Meeting time</p>			
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**How will we monitor and evaluate this improvement?**

- Regular sampling of planning and assessment evidence – JT to have a half termly focus.
- Monitoring of attainment and progress termly in nursery.
- Regular Monitoring Activities – see Monitoring Timetables produced on a termly basis.
- Pupil and Parent Feedback / Questionnaires.
- Staff Feedback.
- Monitoring of attainment and progress termly in nursery.